STAAR®

Alternate 2

State of Texas
Assessments of
Academic Readiness
——Alternate 2——

TEST ADMINISTRATOR MANUAL

STAAR Alternate 2

Non-Secure Front Matter

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Contact Information and Resources

Contact Information	
For questions about	**Contact**
testing policies, test administration procedures, and accommodations	Texas Education Agency's Student Assessment Division Telephone: 512-463-9536 Fax: 512-463-9302 Email: staaralt@tea.state.tx.us
accessing and navigating the Texas Assessment Management System, delivered through PearsonAccess; online testing technical concerns or issues; and test materials	Pearson's Austin Operations Center Telephone: 800-627-0225 Email: AOCanswers@support.pearson.com
General Information Resources	
For general information related to	**Access**
student assessment program	http://www.tea.state.tx.us/student.assessment
STAAR Alternate 2 (located on TEA's Student Assessment webpage)	http://www.tea.state.tx.us/student.assessment
online testing technology	http://www.TexasAssessment.com/techinfo
master index of assessment resources	http://www.TexasAssessment.com/masterindex
Resource Materials	
Reference materials available online include the	**Located at**
2015 District and Campus Coordinator Manual	http://www.tea.state.tx.us/student.assessment/manuals/dccm
2015 Test Security Supplement (located on TEA's Student Assessment webpage)	http://www.tea.state.tx.us/student.assessment
Accommodation Resources (located on TEA's Student Assessment webpage)	http://www.tea.state.tx.us/student.assessment
Calendar of Events	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Educator Guide for STAAR A and STAAR Alternate 2 (located on TEA's Student Assessment webpage)	http://www.tea.state.tx.us/student.assessment
Oaths	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Online Incident Report	http://www.tea.state.tx.us/student.assessment/manuals/dccm
STAAR Alternate 2 Materials Control Forms	http://www.tea.state.tx.us/student.assessment/manuals/dccm
STAAR Alternate 2 Scoring Document (located on TEA's Student Assessment webpage)	http://www.tea.state.tx.us/student.assessment
STAAR Alternate 2 Vertical Alignment and TEKS Curriculum Framework for STAAR Alternate 2 documents (located on TEA's student assessment website)	http://www.tea.state.tx.us/student.assessment
Student Assessment Test Security	http://www.tea.state.tx.us/student.assessment/security
TestNav 7 Combined Technical Guide	http://www.TexasAssessment.com/techinfo
Texas Administrative Code	http://www.tea.state.tx.us/index4.aspx?id=2296
Texas Education Code	http://www.statutes.legis.state.tx.us/?link=ED
User's Guide for the Texas Assessment Management System	http://www.TexasAssessment.com/techinfo

How to Use the *2015 STAAR Alternate 2 Test Administrator Manual*

The instructions in this manual explain the responsibilities of test administrators for the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2. Test administrators must carefully read this manual prior to administering any STAAR Alternate 2 assessments. Test administration policies and procedures must be followed as written so that all testing conditions are uniform statewide.

Test Administrator Manual Organization

The *2015 STAAR Alternate 2 Test Administrator Manual* includes program information and secure test administration instructions. Test administrators are required to have this manual with them during each test administration.

This manual contains the following:

- an overview of STAAR Alternate 2
- the assessment format and timeline
- guidelines for STAAR Alternate 2 test administrator instructions
- scoring and accommodations information
- test security and confidentiality requirements
- information about training, preparation, and completing of test sessions
- secure test administrator instructions (not applicable to non-secure front matter posted online)
- a STAAR Alternate 2 Scoring Document and a test administrator oath

This manual is designed to support test administrator activities. Features include the following:

- action-oriented, chronological checklists embedded in the test administrator responsibilities sections of this manual
- links to the variety of online resources in the NOTES column

Icons

The icons shown below are used throughout the manual. The icons will be located in the NOTES column.

This icon indicates a link to the Calendar of Events. The text below the icon is a link to the calendar. The Calendar of Events is also found on the Coordinator Manual Resources webpage.

This icon indicates additional information that is available online. The text located below the icons links to specific online resources.

This icon indicates a document found on the TEA website that supplements information in this manual, such as optional forms, checklists, or graphics.

This icon indicates a resource found on the Texas Assessment website that supplements information in this manual. The text below the icon is a link to the Texas Assessment webpage and resources.

The NOTES column is provided for your convenience and can be used to jot down information; it also provides hyperlinks to various resources, as noted below.

This icon indicates online content.

The text indicates a link that can provide access to additional information.

Sections of this manual are set up to represent a chronological checklist.

This icon indicates a resource on the Texas Assessment website.

This icon indicates a document on the TEA webpage.

STAAR ALTERNATE 2

NOTES

STAAR Alternate 2 Resources

Calendar of Events

Assessment Management System User's Guide

Oaths

Training

Prepare for and Attend Test Administrator Training

All test administrators are required to receive annual training in test security, general testing procedures, and procedures unique to specific testing circumstances. Your campus coordinator will schedule and conduct your training session before testing begins.

❏ Review the Manual

- Carefully read this test administrator manual before the training session and, as requested by your campus coordinator, review additional resources found online.
- Bring this manual to the training session.

❏ Attend Training

- Your campus coordinator will schedule and conduct your training session before testing begins and will aid you in becoming familiar with the Assessment Management System. Topics may include the following:
  - test administrator roles and responsibilities
    - maintaining security of test materials until returned to the coordinator,
    - implementing the test administration processes and procedures stated in the manuals,
    - monitoring and maintaining test security,
    - reporting any suspected violation of test security to the campus coordinator, and
    - preparing test materials for return to the campus coordinator at the conclusion of test administrations.
  - test security
  - timeline for test administrations
  - allowable accommodations
  - scoring
  - access to and entering assessment data into the online transcription form
  - returning materials to the campus testing coordinator

❏ Review and Sign the Test Administrator Security Oath

- Understand your obligations concerning test security and confidentiality.
- Initial and sign the oath following the general training on test security and test administration procedures and before handling secure test materials.

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Overview of STAAR Alternate 2

Legislation Mandating Assessment

STAAR Alternate 2 was developed to meet federal requirements of both the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA). ESEA requires that all students be assessed in specific grades and subjects throughout their academic career, whereas IDEA requires that students with disabilities have access to the same standards as their non-disabled peers and be included in statewide assessments.

As a result of House Bill 5 of the 83rd Texas Legislative Session, TEA has redesigned the STAAR Alternate assessment to meet the diverse needs of students with significant cognitive disabilities. STAAR Alternate 2 is a standardized item-based assessment administered individually to each eligible student enrolled in grades 3 through 8 and end-of-course (EOC) subjects.

Purpose of the *2015 STAAR Alternate 2 Test Administrator Manual Front Matter*

The instructions in this manual inform test administrators of testing policies and procedures for the administration of the STAAR Alternate 2 assessment. Testing coordinators and test administrators must review this manual prior to handling test materials or administering the assessment to students. Test administration policies and procedures must be followed as written so that every student receives a standardized test administration.

The secure test administrator instructions that follow the front matter will be used only during the test administration.

Assessment Window and Tested Subjects

The STAAR Alternate 2 testing window is February 9–20, 2015. Districts may choose when to administer each subject and grade-level test within the window.

The test will be administered in the following grades and subjects:

3–8/EOC	Subjects Assessed
Grade 3	mathematics and reading
Grade 4	mathematics, reading, and writing
Grade 5	mathematics, reading, and science
Grade 6	mathematics and reading
Grade 7	mathematics, reading, and writing
Grade 8	mathematics, reading, science, and social studies
EOC	Algebra I, English I, English II, biology, and U.S. history

STAAR Alternate 2 Administration Qualifications

The STAAR Alternate 2 test administrator should be the student's teacher for the subject being tested and must have a high level of familiarity with the student so that testing accommodations can be prepared appropriately and the student's typical response modes can be understood.

Certified and noncertified paraprofessionals who are currently employed by the district and routinely work with students in the classroom may serve as test administrators or test administrator assistants. The test administrator assistant can provide assistance preparing allowable accommodations, manipulating materials during the testing session, translating or signing information for the student, and managing student behavior. All test administrators and test administrator assistants must be trained in test security and administration procedures prior to the assessment and must have signed the oath of test security and confidentiality.

Certified and noncertified paraprofessionals may serve as test administrators or assistants only if they are trained in test administration procedures and sign the oath. Paraprofessionals must be supervised, either directly or indirectly, by a certified professional on the same campus throughout the test administration.

Assessment Format

Links to the Texas Essential Knowledge and Skills (TEKS) Curriculum

Each TEKS knowledge and skills statement has been summarized into an essence statement that serves as the connection between the grade-level TEKS and the STAAR Alternate 2 assessment. STAAR Alternate 2 measures prerequisite skills derived from student expectations from earlier grades that link directly to the grade-level content. The STAAR Alternate 2 Vertical Alignment documents and the TEKS Curriculum Framework for STAAR Alternate 2 documents organize the TEKS for each grade and subject or high school course assessed to ensure that each question is linked to grade-level content through an appropriate prerequisite skill.

Test Design

On the STAAR Alternate 2 test, each question measures a targeted prerequisite skill. Each essence statement has four questions that form a cluster and test a common skill or concept at varying levels of difficulty. Six clusters make up a test form resulting in 24 questions per test. The question clusters have the following characteristics.

- The range of abilities of students taking the assessment is factored in across all questions within a cluster.
- The four questions are scaffolded based on the grade level of the prerequisite skill, the difficulty of the skill, and what the student is being asked to do.
- Each of the question types within a cluster varies in difficulty from question to question and essence statement to essence statement.
- The first question is always the easiest of the four questions in a cluster, moving to the last and most cognitively complex question.
- The cluster design requires the student to make six concept transitions throughout the test.

It is strongly recommended that test administrators review the "STAAR Alternate 2" section of the *Educators Guide to STAAR A and STAAR Alternate 2* prior to administering the assessment. The guide contains detailed information regarding the assessment, as well as examples of the item types contained in the assessment.

Test Administrator Instructions

The test administrator instructions in the graphic below provide guidance as to how to present and score each test question. The instructions are divided into three sections.

Test Administrator Instructions

Presentation Instructions

– *Present* Stimulus 1.
– *Direct* the student to the circle. *Communicate:* **This is a circle.**
– *Direct* the student to the outline of the circle.
– *Communicate:* **Find the circle.**

Presentation instructions provide directives to the test administrator regarding how to direct the student to the stimuli in the student booklet and what specifically is to be communicated to the student.

Stimulus 1

Stimulus visuals show how the stimulus in the student booklet is displayed for the student.

Scoring instructions describe how to evaluate the student response and provide assistance before marking A, B, or C.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the circle,	➡	mark **A** for question 1 and move to question 2.
If the student does not find the circle,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the circle,	➡	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find the circle,	➡	mark **C** for question 1 and move to question 2.

Presentation Instructions

Presentation instructions provide information to the test administrator on how to direct the student to the stimuli in the student booklet and what specifically can be presented and communicated to the student. Flexibility in how the teacher and student communicate is provided to allow for a more meaningful and interactive exchange between the teacher and student. Acceptable options for how to *present*, *direct*, and *communicate* with students during the testing session are described in the "Guidelines for STAAR Alternate 2 Test Administrator Instructions" section of this manual.

The information that is printed in bold type must be communicated to the student exactly as written and cannot be paraphrased, shortened, or replaced with different vocabulary. The information that is not printed in bold type is information for the test administrator and should not be read aloud to the student.

Stimulus Visuals

Stimulus visuals provided in the test administrator instructions show how the stimulus in the student booklet is displayed for the student. Although all students will be shown the same stimuli, the images in the student booklet can be accommodated to allow accessibility for a given student. Information about how the stimulus visuals can be accommodated is described in the "Accommodations" section of this manual.

Scoring Instructions

Scoring instructions describe what assistance is allowed if the student does not answer correctly the first time the question is presented and how the test administrator is to evaluate and mark the student's response using A, B, or C. Further information explaining how to score the assessment and provide assistance for students is described in the "Scoring" section of this manual.

Assessment Timeline

The testing window is open February 9–20, 2015. Districts can determine the most appropriate time to complete each assessment during the testing window. Test administrators are required to maintain and preserve the security of all testing materials at all times. Only trained personnel who have signed the oath of test security and confidentiality may have access to, handle, or otherwise interact with testing materials.

Before the Testing Window Begins

Once test administrators have been trained on security and confidentiality and have signed an oath of test security, they need to preview the STAAR Alternate 2 test materials to become familiar with the test and to prepare for any necessary accommodations. These materials are considered secure and the campus coordinator must check them out to the test administrator using the STAAR Alternate 2 Materials Preview Control Form. Test administrators may preview the test materials up to 10 days before the beginning of the testing window. All accommodations must be prepared prior to the beginning of the testing window. Testing materials should be checked out during the 10-day preview period only when needed by the test administrator to become familiar with the test and prepare for accommodations. At the end of each day, all materials, including photocopied pages from the student booklet, must be returned to the campus testing coordinator. The test administrator should use this time to:

- Preview the "Guidelines for STAAR Alternate 2 Test Administrator Instructions" and "Scoring" sections of this manual to become familiar with the policy for presenting and scoring questions.
- Practice reading the script and following the presentation instructions for actual questions while maintaining the secure contents of the assessments.
- Review the "Scoring Instructions" for actual questions and plan teacher assistance for specific questions.
- Preview the student booklet to plan and prepare accommodations for any student that may need an accommodation according to the guidelines outlined in the "Accommodations" section of this manual.

All accommodations must be planned and prepared before the testing window begins on February 9, 2015.

STAAR Alternate 2
Materials Control
Forms

Administering the Assessment

All assessments must be administered within the testing window. Individual student administrations may be started or stopped at any time within the testing window. The test does not have to be given in one session if the student is not able to maintain stamina or focus. Test items must be administered in the order they appear in the student booklet. The test is designed in clusters of four items that build on one another and assess a targeted essence statement. If the test is stopped, TEA requires that the test be stopped after a cluster. At no time may a student go back to previously answered items, including after an administration has been stopped and resumed for an emergency.

STAAR Alternate 2 is an untimed assessment and may take as long as necessary to be completed within the testing window. Some timing options include

- administering the assessment at a time that is most appropriate for an individual student;
- allowing breaks, as necessary;
- administering the test over several days with several sessions per day; or
- administering the test over several days, one session each day.

> If a student cannot complete testing within the assessment window due to his or her disability, contact TEA's Student Assessment Division at 512-463-9536 for guidance.

TestNav 7 Combined Technical Guide

Student Absence

Student scores are entered into an online transcription form in TestNav. For students who are absent within the window after testing has started, every attempt must be made for them to complete testing during the window. If the assessment cannot be completed within the testing window, enter the scores for the portion of testing the student was able to complete into the online form in TestNav.

If a student is absent for the entire assessment window, his or her assessments should be marked with a score code of A = Absent. Refer to the "Complete the Test Administration Process" section of this manual for information about selecting score codes in the online system.

Guidelines for STAAR Alternate 2 Test Administrator Instructions

Presenting the Test Questions

| *Present* |
| *Direct* |
| *Communicate* |

Test Administrator Instructions

Presentation Instructions

– *Present* Stimulus 2a and 2b.
– *Direct* the student to the circle in Stimulus 2a. *Communicate:* **This is a circle.**
– *Direct* the student to the house in Stimulus 2b without naming the shapes on the house.
– *Communicate:* **This is a house made of shapes.**
– *Communicate:* **Find the circle on the house.**

Stimulus 2a

Stimulus 2b

During a STAAR Alternate 2 testing session, each test question is presented to the student using instructions that are outlined in the secure "Test Administrator Instructions" section of this manual. These instructions are standardized and must be adhered to as written to ensure a valid assessment. The following guidelines provide direction to the test administrator as to how the instructions can be adapted and the images and text can be accommodated for students with specific needs. When italicized words (*present*, *direct,* and *communicate*) are indicated, the test administrator should refer to this section of the manual for guidance.

Present

The presentation of the test question and the testing materials as they are first introduced should be appropriate based on methods that have been successful during instruction and are documented in the student's Individualized Education Program (IEP).

To meet a student's needs, images can be signed or described verbally. Only information shown in the images can be described. Test administrators can point or gesture to sections in the student booklet or position the student or the booklet for optimal viewing without favoring one answer choice over another. Images can be paired with tactile symbols, text, or objects to help the student access the test question as long as they represent the stimulus presentation. The test administrator can demonstrate information or have the student actively participate in the presentation. For some students, the information in the student booklet may need to be presented in a graphic organizer, calendar box, with a colored presentation, or paired with photographs. Images in the student booklet can be photocopied and placed on separate pages to enlarge or arrange to provide improved visual or physical access to the materials. In these situations the order of the answer choices must remain the same as they appear in the student booklet. Any images or text from the student booklet must be photocopied adhering to the guidelines for photocopying secure test materials.

Direct

After the initial presentation, the student will need to be directed to certain parts of the stimulus as the instructions are communicated. This is the way stimulus components are brought to the student's attention. The student can be alerted orally or through sign as to where to look or focus. The student's hand can be guided to specific places in the stimuli or paired with items for the student to explore that can be placed in the student's hand. Equal time and treatment must be provided for each answer choice so that a correct answer is not cued. Sections can be pointed to or highlighted as they are mentioned in the instructions. Parts of the stimulus can be covered up until explained in the instructions to focus attention and avoid stimulation. Answer choices can be color-coded, numbered, or labeled with letters to direct the student to a specific place as long as the format is equally applied to all answer choices.

Communicate

Text printed in bold in the test administrator instructions must be communicated to the student exactly as written. The information can be stated, signed, translated into another language, provided in written form, or paired with tactile or picture symbols. The word "find" for the last bullet in the test administrator instructions can be replaced with "show me," "point to," "touch," or "tell me." The "find" statement can also be reconstructed into a question, but the same words have to be used. For example, "Find the circle on the house" can become "Where is the circle on the house?" The information in the "communicate" text cannot be paraphrased, simplified, or shortened. The student can be asked to repeat information if the test administrator needs to make sure that the information was received. Students can be asked to point to, touch, or outline images as they are described to make sure that the student has focused on all the details.

Repeating Presentation Instructions

Test administrators may repeat some sections of the presentation instructions if these guidelines are followed.

- Students can be directed back to the stimulus any time if the student loses focus.
- Students can be provided verbal encouragement to stay focused.
- Students can request to have information repeated but not defined or paraphrased.
- If the student is distracted during the presentation, the test administrator can repeat sections of the presentation instructions without a student request up until the answer choices and "find" statement are given.
- Reading passages can be reread as needed before the answer choices and "find" statement have been given.
- Once the answer choices and "find" statement are given, the test administrator must wait for the student to respond without repeating any part of the instructions or gesturing back to any stimulus images.
- If no response is given after a reasonable wait time, the answer choices and "find" statement can be repeated **once**.
- Once an answer is given, the test administrator must follow the scoring instructions to determine how to proceed.
- The order in which the last two bullets for the answer choices and "find" statement in the presentation instructions are communicated to the student can be reversed from the order listed in the presentation instructions.
- After the student responds incorrectly, the teacher assistance has been applied, and the initial presentation is being replicated, the "find" statement and answer choice presentation order can be switched from that provided in the initial presentation.

Procedures after the "find" statement and the answer choices have been communicated to the student for the first time:

If the student gives no response,	➡	the test administrator can communicate only the answer choices and the "find" statement once more.
If the student gives the correct response,	➡	the test administrator marks "A" for question 1 and moves to the next question.
If the student gives the incorrect response,	➡	the test administrator refers to the scoring instructions and applies whatever scripted assistance is appropriate for the student and then replicates the presentation once more.

After teacher assistance is provided and the presentation instructions have been replicated, the test administrator must wait for the student to respond without repeating any of the instructions. For a correct response, the test administrator marks the question "B." For an incorrect or no response, the test administrator marks the question "C."

Presenting Reading Passages

Test administrators have the option of starting a reading passage over and repeating the text from earlier questions in a cluster if they feel that the student needs to hear the previous sections of the passage before finding what is requested. To accomplish this, the test administrator can

- turn back to previous questions in the cluster and read the sections for the student from the test administrator manual without the student looking at the text, or
- photocopy previous sections of the text to combine with the next section of the passage as the student proceeds through the cluster.

Returning to Previous Questions

Although the reading passages can be read or photocopied to be used in presenting other questions in the cluster, no other information from previous items can be used during the test administration. Students cannot request to go back to previous test questions in the student booklet and change their answer after the question has been scored and the student has moved on to the next item.
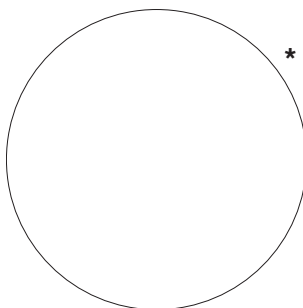
Scoring

Scoring Instructions

An asterisk (*) next to a section on the stimulus image or a boxed answer choice indicates the correct answer. In most cases, the asterisk is located on the upper left hand corner for boxed answer choices. The asterisk only appears in the test administrator instructions. When answer choices are boxed with an asterisk placed outside the box, the student receives credit for touching or identifying anything in the box. When more than one correct answer is possible, asterisks appear in all viable options. When the asterisk is next to a detail inside a boxed answer choice, the student must find the place next to the asterisk for a correct answer. The "Student Action" section of the Scoring Instructions describes exactly what the student must find for a correct answer.

The test administrator must refer to the scoring instructions for each question to determine how to proceed once the student has responded to the "find" statement. Each question has a unique set of scoring instructions. During testing, the test administrator should not place the test administrator instructions in the student's line of sight because the correct answer is indicated. Additionally, other students in the room during testing cannot be exposed to the content of the test questions.

Test Administrator Instructions

Presentation Instructions

– *Present* Stimulus 1.
– *Direct* the student to the circle. *Communicate:* **This is a circle.**
– *Direct* the student to the outline of the circle.
– *Communicate:* **Find the circle.**

Stimulus 1

*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the circle,	➡	mark **A** for question 1 and move to question 2.
If the student does not find the circle,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the circle,	➡	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find the circle,	➡	mark **C** for question 1 and move to question 2.

Scoring Instructions for Each Question Type

The test administrator will need to refer to the scoring instructions for each question to determine how to proceed once the student has answered the "find" statement incorrectly. Each question type has a unique set of scoring instructions.

Scoring Instructions for Question 1

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the circle,	➡	mark **A** for question 1 and move to question 2.
If the student does not find the circle,	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the circle,	➡	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find the circle,	➡	mark **C** for question 1 and move to question 2.

- Specific instructions are given for exactly what the student must find to get credit for the question.
- If an incorrect response is given, the test administrator is directed to remove the stimulus, wait at least 5 seconds, and then repeat the initial presentation instructions for reduced credit.
- No extra assistance is allowed, because the answer is provided and modeled during the presentation.

Scoring Instructions for Question 2

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the circle in the house in Stimulus 2b,	➡	mark **A** for question 2 and move to question 3.
If the student does not find the circle in the house in Stimulus 2b,	➡	• model the desired student action by finding the circle in Stimulus 2b and communicate **"Here is the circle on the house."**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the circle in the house in Stimulus 2b,	➡	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the circle in the house in Stimulus 2b,	➡	mark **C** for question 2 and move to question 3.

- If the student is not able to find the correct answer after the initial presentation, the test administrator must model the desired student action, communicate the correct answer as stated in the test administrator action, and repeat the initial presentation instructions.
- The test administrator should model the student action using the most likely way the student would be expected to respond when communicating the answer. As long as the student responds with a correct answer, it is not relevant whether the student used the anticipated response mode. If the student indicates the correct answer, the test administrator should mark "B" and move to the next question.

Scoring Instructions for Question 3

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the triangle,	➡	mark **A** for question 3 and move to question 4.
If the student does not find the triangle,	➡	provide **one** of these allowable teacher assists to the student: • Have the student think about the sides of the shapes. **OR** • Trace the outline of each shape. **OR** • Highlight the outline of each shape. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the triangle,	➡	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the triangle,	➡	mark **C** for question 3 and move to question 4.

- If the student is not able to find the correct answer after the initial presentation, the test administrator must select one of the provided allowable teacher assists before repeating the presentation instructions. Providing an assist after an incorrect response is not optional since the student still has an opportunity to receive points.

- The allowable teacher assists were written to address various learning modalities of students. The test administrator can choose only one assist; therefore, the assist that is chosen should be one that the test administrator feels would be most helpful to the student and was not provided as an accommodation during the initial presentation.

- Test administrators can only provide an assist that is specifically listed on the individual question. Since each question has options that are unique to the question type, it is important that the teacher read the options carefully. Test administrators cannot assume that an assist used on one question will be available for another question.

- The allowable teacher assist will specify if the student must perform the action (Have the student think about the sides of the shapes.) or if the student or test administrator can perform the assist (Trace the outline of each shape.). If not specifically stated, the action can be performed by the student or the test administrator.

- The direction to highlight can be performed by the test administrator or the student. Make sure that the method used to highlight does not interfere with the stimulus information on the back of the page.

- If the student gives incorrect information when asked to perform the assist, the test administrator can correct the student so that the student receives a correct assist before the presentation instructions are repeated.

Scoring Instructions for Question 4

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the square and rectangle,	➡	mark **A** for question 4 and move to question 5.
If the student does not find the square and rectangle,	➡	replicate the initial presentation instructions.
After the teacher repeats the presentation instructions, if the student finds the square and rectangle,	➡	mark **B** for question 4 and move to question 5.
After the teacher repeats the presentation instructions, if the student does not find the square and rectangle,	➡	mark **C** for question 4 and move to question 5.

- If the student is not able to provide the correct answer after the initial presentation, the initial presentation instructions must be repeated.
- No other assistance can be provided, because the student must apply the information on his or her own to answer the question.

Recording the Student Responses

A STAAR Alternate 2 Scoring Document is provided for recording the student's score for each question and applied accommodations for the entire test. TEA requires the use of the document to ensure that the student responses have been captured correctly. As the student answers the question, the test administrator should mark A, B, or C on the scoring document according to the scoring instructions. Once the assessment is completed and information is recorded, the test administrator will enter scoring information into an online transcription form in TestNav. After the scoring information has been entered, the STAAR Alternate 2 Scoring Document should be returned to the campus coordinator. A copy of the STAAR Alternate 2 Scoring Document is located in the back of this manual and on the STAAR Alternate 2 Resources webpage.

STAAR Alternate 2
Scoring Document

Accommodations

Allowable Accommodations

STAAR Alternate 2 is a standardized assessment that is intended to be appropriate for eligible students in its original intact form. However, admission, review, and dismissal (ARD) committees and test administrators may elect to provide appropriate accommodations to some students whose disability precludes them from participating meaningfully in a two-dimensional standardized assessment. Accommodations may only be used if they are routinely provided in classroom instruction and listed in the student's individualized education program (IEP). Accommodations provided during classroom instruction and testing may differ from accommodations allowed for use on statewide assessments. Certain accommodations used in the classroom would invalidate the content being assessed or compromise the security and integrity of the test. For this reason, not all accommodations suitable for instruction are allowed during the statewide assessments.

This section describes the guidelines for the appropriate use of testing accommodations and must be followed to ensure the validity and reliability of the test results. Test administrators must read and understand this information prior to making accommodation decisions.

Accommodation Resources

- Accommodations must be determined and prepared before the test session begins on February 9, 2014. The student may need different accommodations for different questions within a tested subject.
- The test administrator must present the accommodations uniformly so that the correct answer is not emphasized over the other answer choices.
- Routinely used accommodations for positioning and behavioral supports can be provided for any student to ensure that the student can physically access the stimuli provided and maintain focus throughout the testing session.
- It is appropriate to add language that encourages the student to stay on task.
- It is not appropriate to add language about the content of the question.

For STAAR Alternate 2, TEA defines accommodations as changes to materials or procedures that enable students with disabilities to participate meaningfully in learning and testing. Accommodations should not give a student an unfair advantage over other students taking the test, but they should allow the student to demonstrate what he or she has learned. The accommodations in the chart below are examples that can be considered for STAAR Alternate 2 along with guidelines on how they should be applied. If a student needs additional accommodations beyond what is described on the next page, contact TEA for guidance.

If accommodations are used, they must be indicated when transcribing the student's scoring information into TestNav. Refer to the "Complete Test Administration Process" section of this manual for more information about indicating accommodation information.

> **All accommodations should be applied by the test administrator in accordance with the accommodations outlined in the student's IEP. Accommodations should be provided only when needed for student accessibility to the testing materials. If a student needs additional accommodations beyond what is described on this chart, contact TEA for guidance.**

Accommodations to the Two-Dimensional Stimulus Images	
Allowable Accommodation	**Guidelines**
• Color or highlight stimulus images or answer choices. • Place color overlays on images or text. • Photocopy and cut out stimulus images from the test booklet (can be affixed to appropriate presentation media, e.g., easels, poster board, card stock, etc.). • Pair images or text in the student's booklet with photographs of the same objects, real objects of the same content, or picture representations. • Attach textured materials to images in the student's booklet. • Demonstrate concepts or relationships in images. • Raise or darken the outline of drawings in stimulus images. • Enlarge images with magnification devices, photocopying, or computer magnification programs. • Add braille labels to images or provide text in braille. • Describe images for students with visual impairments.	• The accommodation must be presented uniformly so that the correct answer is not emphasized over the other answer choices. • If using separate paper, the answer choices must be placed in the same order (top/left; middle/middle; bottom/right). • All demonstrations must include only what was presented in the stimulus. • If photographs or real objects are placed over images, each answer choice must have a comparable photograph or real object. • Any replacements, photographs, or objects must be as close to the original as possible. • Description of images can include only details of what can be seen in the image without comments about the overall impression of the image.
Accommodations to Limit Number of Images Shown at One Time	
Allowable Accommodation	**Guidelines**
• Provide the stimulus on separate paper presented one at a time. • Cover or isolate each image until it is addressed.	• All images must be presented in the same order or configuration as shown in the test booklet. • All cover-up techniques must be uniformly applied to all images within an item.
Accommodations to Language Used in the Test Administration Instructions	
Allowable Accommodation	**Guidelines**
• Use routine picture representations for key words in verbal directions to the student. • Reread sections of the text as requested by the student.	• With the exception of words of encouragement, no additional information other than what is visually presented, stated in text, or supplied in the test administrator instructions can be provided.

Student Response Modes

Every student should be given an opportunity to respond using a mode that is appropriate for him or her. Response modes provide different ways for a student to respond to assessment questions. They help students with visual and hearing impairments, physical disabilities, and organizational problems to communicate their answer choices to the test administrator. The student may respond using his or her primary mode of communication, or any other mode of communication appropriate at the time of testing. The critical issue is not how the student responds but that the student clearly communicates the preferred answer choice to the test administrator. Any response modes will be deemed acceptable responses for the communicated directive and will not need to be predetermined by the test administrator. Student responses may be verbal, physical, or visual.

Examples of verbal responses are

- stating responses, including word approximations;
- communicating yes or no when presented answer choices one at a time and being asked, "Is this the ….?";
- forming responses with the assistance of a communication device with preprogrammed answer choices or programmed student vocabulary;
- use of output device to indicate the answer when each answer choice is presented individually;
- vocalizing positively or negatively to indicate the answer when each answer choice is presented individually;
- making a negative vocalization to indicate unmatched object;
- describing the location of the answer; or
- responding A, B, C, or 1, 2, 3, or with color name if answer choices are labeled as such by the test administrator.

Examples of physical responses are

- pointing to, reaching for, or touching an answer;
- highlighting, coloring, circling, or marking a response;
- nodding head, smiling, or gesturing to indicate yes or no when presented answer choices one at a time and being asked, "Is this the…?";
- manipulating words, sentences, or sections of recreated answer choice;
- using manipulatives or math tools (calculators, fraction pieces, geometric shapes, number lines, counting charts, money, base-ten blocks, counters) to arrive at and display an answer;
- writing or typing responses with or without the use of adaptive writing equipment;
- signing an answer;
- formulating a response using a choice board;
- nodding head or gesturing in the direction of the answer; or
- placing a flag on the answer.

Examples of visual responses are

- gazing, blinking, winking, fixating on, or
- isolating answer choices in a section organizer, such as a calendar box or tubs.

Options for Students with Visual Impairments

In addition to the accommodations above for enlarging items, raising or darkening outlines, adding texture, and adding braille labels, students may need descriptions for the images being presented in the student booklet. The descriptions can include only details that a sighted student would obtain from viewing the images. No interpretation or comments about the overall impression of the images can be provided.

Assistive Technology

Assistive technology that is documented in the student's IEP and is used routinely in instruction may be used to provide the student access to the assessment. The use of technology should be used primarily for communicating an answer by the student or presenting answer choices by the test administrator.

Because the assessment is secure, the use of some devices is not allowable. Instances when a device or procedure would not be allowed include the following:

- tablets or computers with Internet access that cannot be turned off
- inputting answer choices into a device that has stored memory that cannot be erased

Photocopying Guidelines

The stimuli provided in the student booklet may need to be altered in some way to allow access for the student. Many of the techniques used to make images more accessible for a student with disabilities require methods that might distort the images on the next page of the student booklet. In these instances, photocopying of the student booklet may be required. ***The student booklet cannot be disassembled.*** Adhere to these guidelines when photocopying the student booklet.

- The district must maintain test security and confidentiality when photocopying the student booklet.
- Photocopying must be done within the district by a trained test administrator or test administrator assistant who has signed the "Oath of Test Security and Confidentiality for Test Administrator." This includes signing the additional section on the oath for test administrators who are authorized to view secure state assessments.
- If a mathematics test is photocopied but not enlarged, the copier must be set to copy at 100% and the scaling option set to "no scaling" or "zero" to ensure that graphics results in the intended measurement.

- The memory on the copier must be cleared after photocopying secure student booklets.
- All photocopied pages of the test questions, for both Stimulus A and B, need to be returned with the nonscorable shipment after testing. Any accompanying pictures, objects, textured materials, or instructional tools do not need to be returned.

The "Guidelines for STAAR Alternate 2 Test Administrator Instructions" section of this manual provides more specific information on how the accommodations and response modes must be applied as the test administrator reads *presents, directs,* and *communicates* to the student according to the presentation instructions.

Test Security and Confidentiality Requirements

All assessment instruments as defined under TEC §39.023 and §39.027 are considered secure, and the contents of these tests, including student information used or obtained in their administration, are confidential. As specified in the *Test Security Supplement* in 19 TAC, Chapter 101, each person participating in the state assessment program is required to maintain and preserve the security and confidentiality of all test material and student data, and must also handle this information in strict accordance with the instructions contained in this manual, the *Test Security Supplement*, and the *District and Campus Coordinator Manual.*

*Test Security
Supplement*

Texas
Education
Code

Texas
Administrative
Code

Test Security

STAAR Alternate 2 standardized test administration materials are considered secure. Test security involves accounting for all secure materials and confidential student information before, during, and after the test administration. Districts must ensure that the only individuals permitted to have access to these materials and information are district personnel who meet the requirements to participate in the Texas student assessment program, have been trained, and have signed the appropriate oath. Districts are required to implement the controls necessary to ensure the proper storage and accurate tracking of secure materials throughout each stage of the test administration. Documents used to account for materials, such as inventory pages that arrive with the shipments of materials from the contractor and the Materials Control Forms, should be completed accurately and carefully maintained in a location that would prevent them from being compromised. Other steps testing personnel must take to maintain proper security include but are not limited to

- verifying, upon receipt from the state's testing contractor, that all materials boxes have been accounted for and match the proof of delivery on the shipper's bill of lading and the district packing list contained in Box 1 (white box) of the shipment;
- ensuring that all campuses immediately inventory all materials received from the district testing coordinator;
- immediately notifying the state's testing contractor of any discrepancies identified between the materials received and the district and campus packing lists included in Box 1 of the district and campus shipments;
- ensuring *STAAR Alternate 2 Test Administrator Manuals,* student booklets, and photocopies of stimuli from the student booklets remain in secure locked storage when not in use within the confines of the school building at all times;
- returning the STAAR Alternate 2 Scoring Document to the testing coordinator after student performance is entered into TestNav;

- not discussing, showing, or sharing any secure test content in the *STAAR Alternate 2 Test Administrator Manuals* and student booklets, including but not limited to other test administrators, special education directors, school administrators, diagnosticians, parents, peers, or test coordinators;
- ensuring when testing has concluded that all secure materials have been accounted for and returned to the campus coordinator; and
- maintaining inventory and shipping records (bills of lading, pallet detail reports, district and campus packing lists, documents used to track the delivery of materials to and between campuses, Materials Control Forms) for at least five years in the event that a discrepancy arises or the receipt of the district's materials by the testing contractor cannot be confirmed.

District testing coordinators are ultimately responsible for ensuring that all secure items have been accounted for prior to shipping the materials back to the testing contractor.

Confidentiality Requirements

Maintaining the confidentiality of the Texas student assessment program involves protecting the contents of all secure test materials. This requires compliance with, but is not limited to, the following guidelines.

- Before handling secure test materials, all testing personnel must undergo training and must sign the security oath affirming that they understand their obligations concerning the security and confidentiality of the state assessments.
- All tests must be administered in strict accordance with the instructions contained in the test administration materials.
- No person may reveal or discuss the contents of a test booklet or a test administrator manual before, during, or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials.
- Test administrators for the STAAR Alternate 2 assessment must be aware that they are viewing secure content and that discussing the content of the test at any time is strictly prohibited. As a reminder of this obligation, STAAR Alternate 2 test administrators are required to sign a separate section of the test administrator's oath. No person may discuss student responses or STAAR Alternate 2 scoring information during or after a test administration.

For additional information, including steps districts can take to maintain test security and confidentiality, and for more detail about security requirements, refer to the *Test Security Supplement.*

Test Security Supplement

Penalties for Prohibited Conduct

In accordance with 19 TAC §101.3031(b)(2) and as described in the *Test Security Supplement*, any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation, is subject to the following penalties:

- placement of restrictions on the issuance, renewal, or holding of a Texas educator certificate, either indefinitely or for a set term;
- issuance of an inscribed or non-inscribed reprimand;
- suspension of a Texas educator certificate for a set term; or
- revocation or cancellation of a Texas educator certificate without opportunity for reapplication for a set term or permanently.

Districts allowing certified or noncertified paraprofessionals (e.g., teacher aides) to access secure materials or to administer tests must identify a certified staff member who will be responsible for supervising these individuals. If a violation of test security or confidentiality occurs under these circumstances, the supervising certified professional is subject to the penalties above.

Release or disclosure of confidential test content is a class C misdemeanor and could result in criminal prosecution under TEC §39.0303, Section 552.352 of the Texas Government Code, and Section 37.10 of the Texas Penal Code. Further, 19 TAC §249.15 stipulates that the State Board for Educator Certification may take any of the above actions based on satisfactory evidence that an educator has failed to cooperate with TEA in an investigation.

In addition, any irregularities in test security or confidentiality may result in the invalidation of students' assessments.

Measures Implemented by TEA to Ensure Test Security and Confidentiality

Maintaining the security and confidentiality of the Texas student assessment program is critical to ensuring valid test scores and providing standard and equal testing opportunities for all students. In accordance with TEC §39.0301, TEA has engaged in ongoing efforts to improve the security of the assessment program, including the introduction in June 2007 of a comprehensive 14-point plan designed to assure parents, students, and the public that test results are meaningful and valid. More information about the recommendations for implementation of the 14-point Test Security Plan can be found on the Student Assessment Test Security webpage.

Student Assessment Test Security

Test Security Supplement

Oaths

*Assessment
Management
System User's
Guide*

Security Oaths and Confidentiality Statements

All district and campus personnel who participate in state-mandated testing or handle secure test materials must meet the eligibility requirements detailed in this manual, be trained, and sign a security oath. Any person who has more than one testing role (for instance, a principal who also serves as campus coordinator) must receive appropriate training and sign a security oath for **each** role.

NOTE: Any certified or noncertified personnel who has access to state assessment materials or who administers or assists in the administration of state assessments must be trained and sign a security oath. Noncertified personnel must be under the supervision of certified personnel.

The test administrator oath is included in the back of this manual. Additionally, all oaths are available for viewing or downloading from the Student Assessment Division website.

Refer to the associated section in the *User's Guide for the Texas Assessment Management System* for more information about the online testing confidentiality statement.

Testing Irregularities

Incidents resulting in a deviation from documented testing procedures are defined as testing irregularities. They are viewed by TEA as falling into one of two categories—serious or procedural.

Serious Irregularities

Serious irregularities constitute severe violations of test security and/or confidentiality and can result in the individual(s) responsible being referred to the TEA Educator Standards and Certification Legal Division for consideration of disciplinary action (including suspension or termination of educator certification credentials). Examples of serious violations involve, but are not limited to, the following:

- tampering with student responses
- falsifying STAAR Alternate 2 student scoring information
- viewing secure test content without authorization
- discussing secure test content, student responses, or student performance

Procedural Irregularities

Procedural irregularities are less severe, more common, and are typically the result of minor deviations in testing procedures. Below are some examples of procedural irregularities that have been grouped by category.

Eligibility Error

- Eligible students were not tested.
- Ineligible students were tested.

Individualized Education Program (IEP) Implementation Issue

- A student receiving special education services was provided an unapproved or undocumented accommodation or was not provided a prescribed accommodation.
- A student receiving special education services was administered the wrong test.

Improper Accounting for Secure Materials

- Secure materials were not returned, checked in, and accounted for at the end of each testing day.
- A test administrator, campus testing coordinator, or district testing coordinator lost or misplaced test booklet(s), or other secure materials.
- Secure materials were left unattended or left open and visible

Monitoring Error

- A test administrator left a room unattended when students or secure materials were present or when secure online tests were open and visible.
- Secure materials were left unattended, or secure online tests were left open and visible, during a lunch break, a short break taken in the testing room, or restroom breaks.
- Testing personnel did not monitor students during a break.
- A student was allowed to remove secure materials from the testing area.

Other Procedural Errors

- A test administrator failed to issue the correct materials (for example, materials associated with allowable accommodations), or students were provided nonallowable materials.
- A test administrator failed to use the test administration materials or failed to follow the Presentation Instructions or Scoring Instructions as outlined in the test administration materials.
- A student was provided an unallowable accommodation.

**Online
Incident
Report**

Reporting of Testing Irregularities

The superintendent and campus principals in each school district, the chief administrative officer of each charter school, and any private school administering tests as allowed under TEC §39.033 must develop procedures to ensure the security and confidentiality of the tests specified in the TEC, Chapter 39, Subchapter B. These administrators must ensure that TEA is notified in writing of any conduct that violates the security or confidential integrity of a test. Failure to cooperate with TEA in an investigation or to properly report that an individual has engaged in conduct that violates the security and/or confidentiality of a test is itself a violation and could result in sanctions.

Each person participating in the Texas student assessment program is responsible for reporting any violation or suspected violation of test security or confidentiality. Campus staff should notify their campus or district testing coordinator if they witness an irregularity or suspect that one has occurred, and district testing coordinators should in turn notify TEA. The district testing coordinator must contact the TEA Student Assessment Division immediately to report incidents involving alleged or suspected violations that fall under the category of a serious irregularity **as soon as the district testing coordinator is made aware of the situation.** Testing personnel should contact TEA if they are unsure about whether an irregularity has occurred or if they are unclear regarding what constitutes a serious violation.

Training

Prepare for and Attend Test Administrator Training

❏ Review the Manual

- Carefully read the non-secure front matter from this test administrator manual, available on the Coordinator Manual Resources webpage, before the training session. As requested by your campus coordinator, review additional resources found online.
- **Bring only the front matter of the test administrator manual to the training.** The remainder of the test administrator manual provides specific test question instructions and student booklet images, can only be viewed by the test administrator, and must remain secure at all times.

❏ Attend Training

- All test administrators are required to receive annual training in test security, general testing procedures, and procedures unique to specific testing circumstances.
- Your campus coordinator will schedule and conduct your training session before testing begins and will aid you in becoming familiar with the Assessment Management System and TestNav. Topics may include the following:
  - test administrator roles and responsibilities
    - ◆ maintaining security of test materials until returned to the coordinator,
    - ◆ implementing the test administration processes and procedures stated in the manuals,
    - ◆ monitoring and maintaining test security,
    - ◆ reporting any suspected violation of test security to the campus coordinator,
    - ◆ administering individual tests in more than one session,
    - ◆ access to and entering scoring and assessment data into the online transcription form in TestNav, and
    - ◆ preparing test materials for return to the campus coordinator at the end of the testing window including all photocopies of the images and text in the student booklet and the STAAR Alternate 2 Scoring Document used to record student performance.
  - timeline for test administrations
  - allowable accommodations

Coordinator
Manual
Resources

Calendar of Events

*Assessment
Management
System User's
Guide*

Assessment Management System User's Guide

Oaths

❏ Receive Your User ID and Password for the Texas Assessment Management System

■ Your campus or district coordinator will create your role-specific user account which will ensure that you see only the data and functions that you need.

❏ Review and Sign the Test Administrator Security Oath

■ Understand your obligations concerning test security and confidentiality.

■ Initial and sign the oath following the general training on test security and test administration procedures and before handling secure test materials.

■ Individuals who are authorized to conduct test administration procedures that involve viewing secure state assessments must receive additional training and confirm compliance with state confidentiality requirements by initialing and signing the statements provided on the oath.

> Your campus coordinator is the contact person for all test-related matters on your campus. If at any time you have a question about test administration, ask your campus coordinator.

Prepare for Testing

❏ Receive Test Materials from Campus Coordinator

STAAR Alternate 2 test administrators will be provided with the following materials:

- *STAAR Alternate 2 Test Administrator Manual*—secure; provides a guide to administering the test, as well as specific instructions for administering each question. The "Test Administrator Instructions" section includes presentation instructions with directions that must be followed by the test administrator, the images found in the student booklet, and scoring instructions that describe the student action and the corresponding test administrator action.
- Student booklet—secure; contains the images for the questions and answer choices presented to the student.
- STAAR Alternate 2 Scoring Document—secure during and after use; a single sheet with answer bubbles for recording student responses for later input into the online transcription form in TestNav. This required document must be returned to the campus coordinator.

STAAR
Alternate 2
Resources

❏ Inventory All Secure Materials Issued and Use the Materials Control Forms

STAAR Alternate 2 Test Administrator Manuals and student booklets will be issued to test administrators. The STAAR Alternate 2 Materials Preview Control Form is used to ensure security and account for test materials during the 10-day preview period before the beginning of the testing window. The STAAR Alternate 2 Materials Control Form is used to ensure security and account for test materials during the testing window. For both forms, locate and record the nine-digit security number printed on the student booklets, as shown below. The digit after the hyphen is used only as a check digit and should be ignored.

STAAR Alternate 2
Materials Control
Forms

10000 0000 –1

- *STAAR Alternate 2 Test Administrator Manuals* and student booklets will be checked out to test administrators each day during the 10-day preview period and the 10-day testing window. You will return all your assigned test materials to your campus coordinator after each test session.
- Both Materials Control Forms have columns labeled "Day 1" through "Day 10" to track student booklets.

■ After you have verified that you have received the exact number of student booklets issued to you on the forms, initial the "Out" box for the appropriate day. Your initials signify that you have received the student booklets assigned to you, as recorded on the Materials Control Form, and that you have signed your security oath.

❏ Prepare the Testing Environment

Test administrators must prepare the environment for the administration of STAAR Alternate 2. STAAR Alternate 2 is administered to students in a one-on-one setting. Test sessions must be conducted under the best possible conditions with minimal distractions and in a setting that is arranged in the most appropriate way for individual students. Some options include

■ administering the test in a separate location,

■ providing adaptive or special furniture, and

■ providing special acoustics.

To support test security and standard assessment practices, STAAR Alternate 2 administrations require that

■ no element of the testing room environment should hinder any student's performance,

■ a "Testing—Do Not Disturb" sign should be posted outside the testing room,

■ bulletin boards and instructional displays that could aid students during testing must be covered or removed,

■ clocks (either analog or digital) in the testing room do not have to be covered or removed,

■ all desks used for testing must be cleared of books and other materials not required for the test, and

■ test administrators must prevent students who are not part of the current testing session from viewing another student's test administration.

The test administrator will determine the most appropriate seating arrangement based on individual student needs.

Complete Test Administration Process

Enter Student Scoring and Accommodations Information

All student scoring information will be transcribed into an online transcription form in TestNav. There will be an online transcription form for each grade and subject assessed. Students must be registered for the STAAR Alternate 2 administration and put into test sessions so their scoring information can be transcribed.

❏ Create a New Test Session if Directed

Test sessions are electronic groupings of students within TestNav. A test session is specific to each grade and subject. After students have been registered for the administration, assigned a test and key student identification information has been verified, they must be assigned to a test session.

Your campus coordinator may assign you the role of online session administrator so that you can create and modify test sessions.

Before creating a new test session, contact your campus coordinator or online session administrator to ensure that TestNav has been configured. The steps below assume students have been registered and assigned to a test. It is not necessary to create test sessions prior to administering the STAAR Alternate 2 test, however test sessions must be created in order to print student authorizations, access the online transcription form, and transcribe student scoring information. If your campus coordinator directs you to create a test session, complete the following steps:

1. Go to http://www.TexasAssessment.com/login.
2. Enter your user ID and password, and then click the Login button to go to the homepage.
3. Go to Test Management > Manage Test Sessions.

   If the current test administration is not the 2015 STAAR Alternate 2 administration, click the *Change* link next to the current test administration name to change the administration.

4. Click the **New Session** button to go to the *New Test Sessions* screen.

   The **New Session** button will be disabled and you will not be able to create a test session if you do not have access to create test sessions.

5. Enter the session details.

   You must enter a session name and select a campus before the remaining

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session details can be selected. Select the test to be administered. Select the appropriate form under the Form Group Type drop-down menu.

Scheduling a date and time for a new test session is intended primarily for planning purposes. A test session will not start until you click the **Start** button on the *Session Details* screen, regardless of the scheduled start date and time.

6. Click the **Save** button after entering all session details.

7. After saving the new test session, click the *Go to session [session name]* link to open the *Session Details* screen.

❏ Add Students to a Test Session

After creating a new test session, you must add groups or individual students to the session. To add groups or students to a test session, complete the following steps:

1. From the *Session Details* screen, click the **Add Students** button. The groups and students available to add to a test session are dependent on the current organization and the test that you selected when you created the test session.

2. Select "Groups" or "Students" from the **View By** options set. If you know the student's PEIMS ID, you can quickly locate a student by filtering on the PEIMS ID field using the "Students" **View By** options set.

3. Select the checkbox for the group(s) or the student(s) you want to add, and then click the **Add to Session** button.

4. After you have finished adding students to the session, return to the *Session Details* screen. The students you added to this session are listed on the Session Roster.

5. Click the **Session Roster** button to open a print-friendly PDF that includes the session details and the students in the session. Review the Session Roster to ensure that it is complete and accurate.

For information about modifying test sessions, refer to the *User's Guide for the Texas Assessment Management System*.

❏ Transcribe Answers Online

Students taking the STAAR Alternate 2 administration communicate answers directly to the test administrator. The test administrator records the student's answer on the STAAR Alternate 2 Scoring Document based on scoring information provided for each item. The scoring information is transcribed into an online transcription form. There is a separate online transcription form for each grade, subject, and form number.

Follow the steps below to transcribe student scoring information into the online transcription form in TestNav.

1. Go to Test Management > Manage Test Sessions. Select "Test Sessions" from the View By options set.

2. Click the appropriate test session from the Session Name column.

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3. Click the **Authorizations** button and select the "Student Authorization" from the drop-down menu. You will use these authorizations to access TestNav.

4. In a new browser window, type the TestNav URL from the student authorization into the address bar and press the *Enter* key. You should now see the TestNav Login screen. If you do not, check that you have entered the URL exactly as printed.

5. Using the information found on the student authorization, type the username and test code in the *Username* and *Test Code* fields.

6. Click the **Login** button. You should now see a screen with the appropriate grade, subject, and form number. If you do not, check that you have entered the username and test code exactly as printed. **Make sure the student's name appears in the top right corner of the screen.**

7. Each screen will have one question. On the screen for each question, enter the scoring information by selecting the appropriate bubble.

8. Click the **Next** button to navigate to the next question. Continue entering the student's scores until you reach the last question.

9. On the last question, click the **Next** button to go to the *Section Review* screen. Make sure that scores for every test question have been transcribed.

10. Click the **Continue to Test Overview** button to go to the *Test Overview screen*.

11. On the *Test Overview* screen, click the **Submit and Exit Test** button. Select "I am finished with this test and I want to submit my final answers" in the pop-up box then click the **Final Submit** button to submit student responses and exit TestNav.

12. Once you have exited TestNav, log in to the Assessment Management System. Go to Test Management > Manage Test Sessions, and click the appropriate test session to go to the *Session Details* screen.

13. Find the name of the student whose test you transcribed, and make sure the student is in "Completed" status.

14. Click the *View Test Progress* link next to the status to confirm that the test was submitted.

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❏ Enter Do Not Score Information

If directed by your campus coordinator, assign score codes on the *Student Test Details* screen. Some score codes are determined by the ARD committee and must be documented in the student's IEP.

"Do Not Score" Code Information
In most cases, a "do not score" code should be entered when the test is marked complete. The *Mark Test Complete* screen includes a drop-down menu of "do not score" reasons. However, if a test has been submitted and a do not score reason needs to be chosen, you will need to make these selections from the *Student Details* screen.

1. Go to Test Management > Manage Test Sessions.

2. Click the session name to which the student belongs.

3. Click a student's name to open the *Student Test Details* screen for the student.

4. Click the ***Edit*** button.

5. Select the "do not score" (Score Code) designation and accommodations information for applicable students. Note that accommodations fields are displayed only after the test has been submitted.

6. Click the ***Save*** button.

If at any time information on the *Student Test Details* screen is entered or changed, the *Save* button must be clicked.

Tests to Be Scored

A student's transcribed scoring information is automatically scored when the Final Submit button is clicked at the end of the test. It is not necessary to make a selection in the Score Code menu for tests to be scored. If the student was in attendance during the 10-day testing window but was not able to finish the test, the test is scored according to the data that was entered into the system for the sections that were completed.

Do Not Score Designations

If a student does not participate in the test, one of the following "do not score" designations must be selected when the test is marked complete. The *Mark Test Complete* screen includes a drop-down menu of "do not score" reasons.

A = Absent

The student is absent throughout the testing window. A student should not be marked absent if the student was absent on the testing days but also fits one of the score designations below.

M = Medical Exception

The student is unable to participate meaningfully in the STAAR Alternate 2 assessment on the basis of the student's medical condition, as determined by the ARD committee and documented in the student's IEP. A decision not to assess a student should be rare. Students that are medically fragile and cannot attend to or tolerate any academic interaction can qualify for a medical exception for the following circumstances.

- The student is in the final stages of a terminal or degenerative illness.
- The student is receiving extensive short-term medical treatment due to a medical emergency or serious injury in an accident.
- The student is unable to interact with peers or staff without risk of infection or contamination to him/herself or others.
- The student is receiving non-academic homebound services due to medical issues and does not receive academic instruction.

N = No Authentic Academic Response (NAAR)

The student is unable to participate meaningfully in the STAAR Alternate 2 assessment on the basis of the student's disability, resulting in the inability to make an authentic response to stimuli presented in the test booklet, as determined by the ARD committee and documented in the student's IEP. A decision not to assess a student should be rare. Students who are not able to respond authentically to any verbal, visual, or tactile stimuli during academic instruction due to level of cognition rather than a medical condition can qualify for a NAAR exception for the following circumstances.

- The student does not show any observable reaction to a specific stimuli.
- The student exhibits only startle responses.
- The student tracks or fixates on objects at random and not for a purpose.
- The student moves or responds only to internal stimuli.
- The student vocalizes intermittently regardless of changes in the environment around him or her.
- The student with multiple impairments is unable to receive any visual, auditory, or tactile information during the assessment.

O = Other Student Not to Be Scored

The student experiences a test administration irregularity or illness during testing.

Marking a Test Complete

A student's test should only be marked complete in a "do not score" situation.

If testing personnel has accidentally logged in with the wrong student information, do **NOT** mark the test complete.

If your campus coordinator directs you to mark a test as complete, complete the following steps:

1. Return to the *Session Details* screen and select the checkbox next to the student's name.
2. Click the **Mark Test Complete** button to go to the *Mark Test Complete* screen.
3. Enter the "do not score" reason for marking the test complete.
4. Click the **Save** button.

The student's status will then appear as "Marked Complete."

Some user roles do not have access to the **Mark Test Complete** button. If you do not have access to the button, contact your campus coordinator, who will contact Pearson's Austin Operations Center for assistance.

❏ Enter Accommodations Information

If a test has been submitted and accommodations information needs to be entered, you will need to make these selections from the *Student Details* screen.

1. Go to Test Management > Manage Test Sessions.
2. Click the session name to which the student belongs.
3. Click a student's name to open the *Student Test Details* screen for the student.
4. Click the **Edit** button.
5. Select the accommodations information for applicable students. Note that accommodations fields are displayed only after the test has been submitted.
6. Click the **Save** button.

If a student was provided accommodations, the accommodations must be indicated in the accommodations drop-down menus on the *Student Test Details* screen. On the *Student Test Details* screen, indicate the accommodations that were used during the assessment by selecting "Yes" from the drop-down menu next to the accommodation. If an accommodation was not used, the field should be left in the "No" position. You will only be able to indicate the accommodations that were used during the assessment after the student's scoring information has been submitted through TestNav.

The following types of accommodations are allowable for STAAR Alternate 2.

- Color or Highlight—color or highlight stimulus images or answer choices
- Color Overlays—place color overlays on images or text
- Photocopy or Cut Out—photocopy and cut out stimulus images from the student booklet (can be affixed to appropriate presentation media, e.g., easels, poster board, card stock, etc.)
- Photographs or Objects—pair images or text in student's booklet with photographs of the same objects, real objects of the same content, or picture representations
- Textured Materials—attach textured materials to images in the student's booklet
- Demonstrate—demonstrate concepts or relationships in images
- Raise or Darken Outline—raise or darken the outline of drawings in stimulus images
- Enlarge—enlarge images with magnification devices, photocopying, or computer magnification programs
- Braille—add braille labels to images or provide text in braille
- Describe Images—describe images for students with visual impairments
- Presentation—provide stimulus on separate paper presented one at a time
- Isolate Images—cover or isolate each image until it is addressed
- Picture Representations—use routine picture representations for key words in verbal directions to the student
- Reread Text—reread sections of the text as requested by the student

Contact your campus coordinator if you have questions about entering scoring or accommodations information. If necessary, contact Pearson's Austin Operations Center at 800-627-0225.

❏ Return Test Materials to the Campus Coordinator

- After each test session, the test administrator must return all test materials to the campus coordinator. As appropriate, test materials will be redistributed before the next test session.

- Return the following materials to your campus coordinator:
  - *STAAR Alternate 2 Test Administrator Manuals*
  - student booklets
  - STAAR Alternate 2 Scoring Documents
  - photocopies of secure test materials, if needed

  Any accompanying pictures, objects, textured materials, or instructional tools do not need to be returned.

- Your campus coordinator will verify that you have returned all test materials assigned to you, as recorded on the STAAR Alternate 2 Materials Control Form, and will then initial the "In" box.

- Your signed oath of test security and confidentiality will be retained by your campus coordinator for five years.

STAAR
Alternate 2
Resources

Secure Test Administrator Instructions
are located here in the secure
2015 STAAR Alternate Test Administrator Manuals.

STAAR
Alternate 2
State of Texas
Assessments of
Academic Readiness
—— Alternate 2 ——

Student Name: _____

Grade: _____   Subject: _____   Form Number: _____

Accommodations

Mark the accommodations used during this test administration.

	Color or Highlight		Enlarge
	Color Overlays		Braille
	Photocopy or Cut Out		Describe Images
	Photographs or Objects		Presentation
	Textured Materials		Isolate Images
	Demonstrate		Picture Representations
	Raise or Darken Outline		Reread Text

Scoring

Mark the student's score for each question.

1	Ⓐ	Ⓑ	Ⓒ	13	Ⓐ	Ⓑ	Ⓒ
2	Ⓐ	Ⓑ	Ⓒ	14	Ⓐ	Ⓑ	Ⓒ
3	Ⓐ	Ⓑ	Ⓒ	15	Ⓐ	Ⓑ	Ⓒ
4	Ⓐ	Ⓑ	Ⓒ	16	Ⓐ	Ⓑ	Ⓒ
5	Ⓐ	Ⓑ	Ⓒ	17	Ⓐ	Ⓑ	Ⓒ
6	Ⓐ	Ⓑ	Ⓒ	18	Ⓐ	Ⓑ	Ⓒ
7	Ⓐ	Ⓑ	Ⓒ	19	Ⓐ	Ⓑ	Ⓒ
8	Ⓐ	Ⓑ	Ⓒ	20	Ⓐ	Ⓑ	Ⓒ
9	Ⓐ	Ⓑ	Ⓒ	21	Ⓐ	Ⓑ	Ⓒ
10	Ⓐ	Ⓑ	Ⓒ	22	Ⓐ	Ⓑ	Ⓒ
11	Ⓐ	Ⓑ	Ⓒ	23	Ⓐ	Ⓑ	Ⓒ
12	Ⓐ	Ⓑ	Ⓒ	24	Ⓐ	Ⓑ	Ⓒ

State of Texas
County of _____

2015

Oath of Test Security and Confidentiality
for Test Administrator

This oath applies to all state assessments.

For All Test Administrators: Complete this section **before** handling any secure test materials

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the student assessment program and do hereby certify the following by initialing to the left of the statements below and including the date where applicable:

(Initial each statement.)

_____ I have received training on test administration procedures, and I understand my responsibilities concerning the administration of state assessments.

_____ I am aware that testing procedures require me to actively monitor during test administrations;

_____ I understand my responsibilities as a test administrator, and I am aware of the range of penalties that may result from a departure from the documented test administration procedures;

_____ I understand my obligations concerning the security and confidentiality of state assessments, and I am aware of the range of penalties that may result from a violation of test security and confidentiality; and

_____ I am aware of my obligation to report any suspected violations of test security or confidentiality to the campus testing coordinator.

I do hereby further certify, warrant, and affirm that I will faithfully and fully comply with all requirements concerning test security and confidentiality.

Signed on this the _____ day of_____, 20_____.

_____	_____	_____
Signature of Test Administrator	Printed Name of Test Administrator	County-District Number
_____	_____	_____
District Name	Campus Name	Area Code/Telephone #

For Test Administrators Authorized to View Secure State Assessments

Individuals who are authorized to conduct test administration procedures that involve viewing secure state assessments have an added responsibility of maintaining confidentiality. These procedures include but are not limited to: oral administration of paper tests, transcribing student responses from the test booklet, and particular accommodations, including linguistic accommodations. As a reminder of this responsibility, these individuals are required to specifically confirm compliance with state confidentiality requirements by initialing to the left of each statement below.

_____ I have not and will not divulge the contents of the test, generally or specifically.

_____ I have not and will not copy any part of the test.

I do hereby certify, warrant, and affirm that I will fully comply with all the requirements governing the student assessment program.

_____	_____
Signature of Test Administrator	Date